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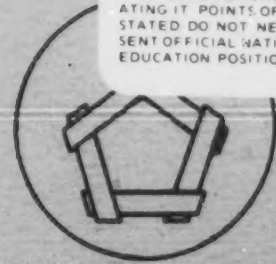
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ABSTRACT

This needs assessment statements bank has been prepared as a resource for school districts that are engaged in the Local Planning and Assessment Process. Its purpose is to provide local educators with a variety of statements that can be used directly or with modification in preparing a needs assessment survey. Under each of eight broad goal areas--aesthetic, cultural, economic, personal, physical, political, social, and learning environment--are two columns of statements. The column on the left consists of program level goals from the goals bank, the column on the right shows the needs assessment statements that might be used on a survey assessing attainment of that goal. (Author/IRT)

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NEEDS ASSESSMENT STATEMENTS BANK

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NEEDS ASSESSMENT
STATEMENTS BANK

Introduction

The NEEDS ASSESSMENT STATEMENTS BANK has been prepared as a resource for school districts that are engaged in the Local Planning and Assessment Process. Its purpose is to provide local educators with a variety of statements that can be used directly or used with modification in preparing a needs assessment survey.

This booklet may be used alone or in conjunction with other publications available from the Bureau of Technical Assistance, Rhode Island Department of Education.

Publications available are:

GOALS BANK, For the Local Planning and Assessment Process

NEEDS ASSESSMENT, A Manual for the Local Educational
Planner

NEEDS ASSESSMENT SURVEY SERVICE MANUAL

NEEDS ASSESSMENT COMPENDIUM

USING THIS PUBLICATION

The needs assessment statements in this publication are arranged in categories under various goal statements.

PART I is divided into the eight areas of the Rhode Island Goals for Education.

The Rhode Island Goal Areas are:

Aesthetic	Physical
Cultural	Political
Economic	Social
Personal	Learning Environment

Each of these goal areas is divided into broad goals that appear at the top of each page under the Rhode Island goal area.

For example:

SOCIAL

STUDENTS WILL RECOGNIZE THE COMPLEX RELATIONSHIPS BETWEEN INDIVIDUAL RIGHTS AND SOCIAL RESPONSIBILITY IN A DEMOCRACY.

Under each of these broad goals are two columns of statements. The column on the left consists of program level goals from the GOALS BANK. The column on the right shows the needs assessment statements that might be used on a survey.

The student will:

1. recognize the lawful rights of individuals in complex social interactions and events.
2. recognize the need for balance between individual freedom and social responsibility in a democracy.

For example, students should:

- a. recognize when their own or another's rights have been denied.
- b. recognize that people whose opinions differ from theirs have a right to express themselves.
- c. be able to explain why people who disagree with the American way of government should still have their constitutional rights.
- a. register to vote and participate in local, state, and national elections.
- b. be able to describe the ways in which one person can help alter major events.
- c. be able to describe the considerations one must make before taking an action which affects others.
- d. be aware of how the actions of an individual can affect the larger group.

In PART II, the same major goal areas appear but the needs assessment statements are broader.

For example:

SOCIAL

STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO DESCRIBE THE LAWFUL RIGHTS OF INDIVIDUALS, KNOW WHY THESE RIGHTS ARE IMPORTANT, AND KNOW HOW AND WHY THEY ARE PROTECTED IN A DEMOCRACY.

Under each of these broad goals are needs assessment statements such as:

Students should be able to describe how society is dependent upon its individuals, and

Students should be aware of the constitutional basis for the protection of individual rights.

PART I

AESTHETIC

Major Goals

- I. Students will recognize and use various forms of artistic expression.
- II. Students will understand the mechanics which are used to produce artistic works.
- III. Students will acquire the skills to describe and make judgements about artistic works.
- IV. Students will interpret the messages and meanings portrayed in works of art.

AESTHETIC

I. STUDENTS WILL RECOGNIZE AND USE VARIOUS FORMS OF ARTISTIC EXPRESSION.

The student will:

For example, students should:

1. freely manipulate a variety of artistic materials and media.
 - a. be familiar with many different artistic works.
 - b. have some experience in every major artistic medium.
2. acquire a personal artistic technique and preference through free exploration of media and materials.
 - a. try many artistic modes to find at least one in which they are comfortable.
 - b. develop some degree of knowledge and expertise in at least one artistic mode.
 - c. continue to develop their own style in a chosen area of the arts.
3. arrange elements of the classroom or school environment to make them reflect a given set of aesthetic standards.
 - a. decorate areas of the school to express school life or some special event.
 - b. decorate a classroom in a way that reflects on-going activities.
4. design a working or living environment that meets his functional and aesthetic requirements.
 - a. know how to choose living quarters which reflect their needs and desires for space, environment, and location.
 - b. know how to choose and arrange furniture and other objects that accommodate their habits and activities.
 - c. be able to arrange work space in which it is pleasant for them to function.

The student will:

5. appreciate the therapeutic value of the creative process.
6. describe a natural scene, sound or event as if it were a painting, musical piece, or drama.
7. translate the thought or idea expressed in one art form (e.g., music) to another art form (e.g., poetry).
8. use an artwork to communicate a personal idea or thought.
9. produce an artwork that emphasizes sensory experiences.
10. produce artworks that reflect his own life experiences.
11. create an art object that is consistent with the artistic form and style of a given culture.

For example, students should:

- a. recognize the value of freely expressing feelings and ideas.
- b. be aware of how creative work aids in the process of self-discovery and self-understanding.
- c. know about the use of art as therapy for relaxation and recreation.
- a. be able to describe realistic art forms.
- b. describe ways in which a scene, sound or event in nature might be used in an artistic work.
- a. describe ways in which a particular theme might be expressed in various media.
- b. describe similarities among the different forms of artistic expression.
- a. be able to communicate thoughts or feelings to others by means of artwork.
- b. through an artistic medium express a thought or feeling that would be difficult to express in everyday speech.
- a. produce artworks which can be readily experienced by others.
- b. be able to use art forms which emphasize sensory impact.
- a. use personal experiences in making artworks
- b. make their artworks understandable to others.
- c. produce artworks consistent with their own direct experiences, rather than experiences they have imagined or heard about.
- a. be familiar with some styles of art in other cultures.
- b. be able to use the forms and styles of other cultures in their artworks.

AESTHETIC

II. STUDENTS WILL UNDERSTAND THE MECHANICS WHICH ARE USED TO PRODUCE ARTISTIC WORKS.

The student will:

1. explain the importance of balance in an artistic composition.
2. appreciate the creative and technical processes of art.
3. explain how differences in works of art represent differences in creative techniques.
4. discriminate the sensory component of a work of art (e.g., the sounds of various instruments, the textures of materials).

For example, students should:

- a. know the various kinds of balance which can exist in a work of art (symmetrical, asymmetrical) and by what means they are achieved (color, line, time, space, etc.).
- b. be able to identify the forces of balance working in a particular artistic creation.
- c. be able to see similarities between the kinds of balance in artworks of different media.
- a. know the difference between the internal creative processes and the external technical skill needed in the production of an artistic composition.
- b. know how to express an idea in a chosen medium.
- c. know the advantages and limitations of the various media when choosing a medium for a work of art.
- a. know the different ways in which a single form of artistic expression may be used.
- b. recognize the same theme in two different artworks in the same medium (two films, two poems).
- a. recognize the medium of a given work.
- b. identify the materials, instruments, etc. used in a particular work of art.
- c. be able to distinguish between the mechanics and the form in a given artwork.

AESTHETIC

III. STUDENTS WILL ACQUIRE THE SKILLS TO DESCRIBE AND MAKE JUDGMENTS ABOUT ARTISTIC WORKS.

The student will:

1. develop personal standards of criticism to apply in judging the qualities, craftsmanship, and value of a work of art.
2. explain the common elements in both theme and technique within a selection of paintings, musical pieces and works of art.
3. differentiate the realistic and representational qualities of a work of art.
4. display a personal style in his preference for artworks.
5. identify art objects which are produced by a given cultures.
6. contrast similar artworks produced by artists from different cultures.

For example, students should:

- a. be able to give reasons for their opinions on works of art.
- b. be familiar with the writings of art critics and methods of judging art.
- c. be able to distinguish between good and bad craftsmanship.
- a. recognize when the same theme is used in different artworks.
- b. know what elements of the creative process are the same in every medium.
- c. be able to draw parallels between various works of art.
- a. be able to distinguish between artworks that are mainly abstract and those that are mainly realistic.
- b. recognize symbolic use of objects, sounds, words, etc. in a work of art.
- a. be able to choose artworks which reflect their personal preferences.
- b. know how to select works of art which reflect their own personal style.
- a. be able to recognize differences between artworks of various cultures.
- b. be able to group artworks by the culture that produced them.
- a. compare use of the same medium by artists of several different cultures.
- b. compare styles and techniques of works from different cultures.

The student will:

7. discriminate aesthetically pleasing natural environments from less pleasing ones.
8. expand his appreciation of the sensuous, ethical and social qualities and values of a work of art.
9. demonstrate a personal commitment to the arts.

For example, students should:

- a. know the difference between a well-planned and a poorly-planned area.
- b. be able to identify the things that make a neighborhood look well kept.
- a. be willing to expose themselves to new or different types of artistic expression.
- b. work to be increasingly aware of the broad range of expression possible in art.
- c. utilize contacts with artists and artworks as learning experiences that can influence all aspects of their lives.
- a. continue the exercise of artistic expression throughout their adult lives.
- b. expose themselves to as many artistic experiences as possible.
- c. continue the exercise of artistic judgment throughout their lives.

AESTHETIC

IV. STUDENTS WILL INTERPRET THE MESSAGES AND MEANINGS PORTRAYED IN WORKS OF ART.

The student will:

1. discover a personal meaning or message conveyed by a work of art.
2. infer a message communicated by a work of art.
3. interpret the symbolic aspects of a work of art.
4. interpret the artist's sense of beauty and proportion as presented in a painting, a piece of sculpture or a piece of architecture.
5. analyze how specific events in an artist's life may be represented in his works.

For example, students should:

- a. be able to tell what a work of art means to them.
- b. understand how works of art relate to their own lives.
- c. understand to some extent the meaning in a work of art.
- a. form opinions on what the artist was trying to express in a creation.
- b. recognize political and social criticism in art.
- a. recognize when objects, sounds, movements, etc. are used representationally and when they are used as symbols.
- b. form opinions on how the symbolic aspects of a piece of art should be interpreted.
- c. evaluate how the interpretation of symbols in artwork may influence opinions of the work.
- a. understand how balance, color, shape, sound, words, and movement function in an artwork to make it aesthetically pleasing.
- b. recognize how different artists see beauty.
- c. find proportion and balance both in a painting and in a well-designed building.
- a. recognize indications of positive or negative feelings toward certain events, objects, or people in a work of art.
- b. recognize how the artist's life experiences may influence his or her style.

The student will:

6. interpret her own work of art.
7. be aware of his emotional responses to works of art.
8. discover important elements of a society through the study of its art.
9. use a work of art to interpret his culture to members of another culture.
10. interpret the criticisms of a society that are reflected in its works of art.
11. reconstruct the cultural and social influences that are reflected in a work of art.
12. question the commentary that modern art makes about contemporary cultures.

For example, students should:

- a. be able to see their artworks objectively.
- b. be able to evaluate their own creative work.
- a. understand how a work of art may stimulate them emotionally.
- b. be open to the effects a work of art may have on them.
- c. be able to describe how a work of art has affected them.
- a. recognize common experiences of a society through the study of its art.
- b. be aware of how a culture's beliefs and practices can be reflected in its art.
- c. recognize when art is directing criticism of a society.
- a. tell members of other cultures about our culture by explaining about some piece of art.
- b. be able to describe some parts of our culture through art.
- a. recognize social and political criticism in a work of art.
- b. know how the artist tries to bring about social change.
- a. be able to look at an artwork and tell what type of society might have produced it.
- b. recognize the influences of styles of different cultures in a work of art.
- a. recognize in a work of art aspects of the time of its origin.
- b. be able to determine whether an artwork is a positive or negative comment on its time.
- c. be able to place a work of art historically with some approximation.

The student will:

13. analyze works of art for their portrayal of different human themes.
14. compare the ideas transmitted by two different works of art on the same topic.
15. compare the social visions of the creators of various artworks.

For example, students should:

- a. recognize human themes portrayed in painting, drama and music.
- b. be able to tell how a musician deals with tragedy in a composition.
- a. know how to compare two poems on topics such as love or tragedy.
- b. be able to compare how different sculptors deal with similar topics.
- a. recognize the ideas or goals of a writer or one of his/her works.
- b. be able to describe what different artists think society should be like.

CULTURAL

Major Goals

- I. Students will acquire an understanding of the forces which shape cultures.
- II. Students will develop an understanding of how art, literature and music are expressions of a culture.
- III. Students will be able to interact freely and cooperatively with people from different cultural backgrounds.
- IV. Students will understand the influences on and contributions to American culture made by ethnic and minority subcultures.

CULTURAL

I. STUDENTS WILL ACQUIRE AN UNDERSTANDING OF THE FORCES WHICH SHAPE CULTURES.

The student will:

1. demonstrate an understanding of world culture through a study of her culture, society, and geography.
2. demonstrate a knowledge of the history of our own culture and other cultures.
3. appreciate the knowledge of a foreign language as a basis for understanding a culture different from his own.
4. be able to describe how western philosophies have been influential in defining our contemporary culture.
5. appreciate the role science and technology play in determining our modern culture.

For example, students should:

- a. be able to describe how geography affects culture.
- b. demonstrate knowledge of different cultures in the world.
- c. understand how climate and location influence how people live.
- a. have a broad understanding of both American and world history.
- b. understand the history of Western culture.
- c. know the history of some non-Western cultures.
- a. recognize that knowledge of a foreign language helps to understand another culture.
- b. be able to give examples of ideas which cannot readily be expressed in another language.
- c. have a knowledge of some language besides English.
- a. describe how philosophies have shaped our culture.
- b. describe the role of particular religions (i.e., Christianity or Judaism) in defining our culture.
- c. cite examples of how current philosophers have explained our culture.
- a. describe how science and technology have changed our culture.

The student will:

6. be aware of his own cultural values.

7. understand social patterns in his own and other cultures.

8. understand the social conflicts that have occurred in his culture.

For example, students should:

- a. be able to describe some of the values and behaviors unique to their own culture.
 - b. recognize that our economic and governmental practices and our individualism are part of our culture.
 - c. recognize that their personal values are derived from their culture.
- a. recognize differences in customs within different cultures.
 - b. understand that within both developed and underdeveloped countries there is wealth and poverty.
- a. be able to describe the origins of such social conflicts as the Civil Rights Movement, student unrest in the 1960's, and anti-busing demonstrations.

CULTURAL

II. STUDENTS WILL DEVELOP AN UNDERSTANDING OF HOW ART, LITERATURE, AND MUSIC ARE EXPRESSIONS OF A CULTURE.

The student will:

1. display an understanding of the historical development of the arts in Western culture.
2. analyze aspects of his culture as represented in a work of art.
3. identify major works of art and music as expressions of American culture.
4. appreciate the function of the arts as part of culture.
5. demonstrate an appreciation for the graphic, musical, dramatic, and literary arts as representations of her cultural tradition.
6. describe the relationships between contemporary literature and current cultural changes.

For example, students should:

- a. be able to identify works of art from major historical eras.
- b. know how art forms have changed over the course of the development of Western culture.
- a. be familiar with art forms and styles which reflect different present day concerns of various subcultures.
- b. recognize art which reflects the concerns of different groups.
- a. be familiar with the changes in art which have occurred in American history.
- b. identify art and music which is characteristic of different aspects of American culture.
- a. realize that art serves as a means of expressing the concerns of special groups.
- b. cite examples of art which express the values or life-styles of different cultural groups.
- a. enjoy the various arts that are part of our cultural tradition.
- b. be involved with some aspects of the arts of the culture (e.g., literary, musical, graphic, etc.).
- a. be knowledgeable of American literature that describes major social change.
- b. be able to describe how recent history has influenced the arts in their lifetimes.

CULTURAL

III. STUDENTS WILL BE ABLE TO INTERACT FREELY AND COOPERATIVELY WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS.

The student will:

1. accept different subcultures in her society.
2. respect the different goals, life-styles and mores of identified subcultures within our society.
3. respect the history of our own American culture and other cultures.
4. show an appreciation for and knowledge of the principal cultures of the world.

For example, students should:

- a. appreciate that different religions perform similar functions.
- b. recognize the differences among religious groups, minority groups, and ethnic groups so as to be able to accept them.
- c. be comfortable being with or working with those who live within a family structure different from their own.
- a. recognize that differences in religious preferences, food preferences, and so forth are largely influenced by culture.
- b. be able to accept their own values and mores as reflecting their own cultural background.
- a. recognize that the cultural tradition of this and other countries has historical causes.
- b. be able to explain how traditions came into existence and how traditions influence us now.
- c. recognize that people salute the flag because of pride in what it stands for.
- a. know about the principal cultures of the world.
- b. recognize that cultures are different because of the different influences on them.

The student will:

5. cooperate with people of different ethnic cultures within our society.
6. value cultural pluralism.
7. display a sense of self-worth based on a positive attitude towards his own culture and minority sub-cultures within the society.

For example, students should:

- a. be friendly with people of differing ethnic backgrounds.
 - b. be culture-blind in choosing friends or appointees.
 - c. work effectively with persons of differing economic backgrounds.
- a. recognize that the diversity of values and customs found in the United States has contributed to the entire society.
 - b. be aware of the contributions different cultures have made.
 - c. be able to give examples of how ethnic groups have influenced political processes.
- a. be proud of their heritage because of awareness of how each group has helped the entire society.
 - b. recognize that each ethnic group has contributed to the development of the overall culture.

CULTURAL

IV. STUDENTS WILL UNDERSTAND THE INFLUENCES ON AND CONTRIBUTIONS TO AMERICAN CULTURE MADE BY ETHNIC AND MINORITY SUBCULTURES.

The student will:

1. demonstrate an appreciation of the differences and similarities between subcultures in our own society.
2. identify the differences between human circumstances within her own culture.
3. show an understanding of the contributions that specific ethnic groups have made to American culture.

For example, students should:

- a. be able to describe some subcultures: for example, motorcycle gangs, exclusive clubs, religious organizations, ethnic groups, and so forth.
- b. explain some of the similarities among subcultures.
- a. be aware that people live differently because of differences in beliefs or experiences.
- b. recognize the differences in income levels within the United States and the effect this has on people.
- a. be able to identify architecture and art representative of ethnic groups in the United States.
- b. recognize the foods characterized by different ethnic groups.

ECONOMIC

Major Goals

- I. Students will develop consumer skills which allow them to deal with personal economics.
- II. Students will acquire an understanding about different occupations and the system of production and use of human resources.
- III. Students will know how to benefit from consumer information.
- IV. Students will understand economic systems and their inter-relationships with politics, business, and government.
- V. Students will understand the concept of money as negotiable currency and what influences affect its value.
- VI. Students will understand business and industry as it relates to production and resources and how these affect our national economy.

ECONOMIC

I. STUDENTS WILL DEVELOP CONSUMER SKILLS WHICH ALLOW THEM TO DEAL WITH PERSONAL ECONOMICS.

The student will:

For example, students should:

1. identify the various factors which determine an individual's credit rating.
 - a. know how credit ratings are established.
 - b. be able to list the basis for a credit rating.
 - c. know that good credit ratings depend upon paying one's bills.
 - d. know how to establish credit.
2. appreciate the values of maintaining a good credit rating.
 - a. recognize that a good credit record provides purchasing power in an emergency situation.
 - b. realize that a good credit rating lends them a greater decision-making capacity.
 - c. know how to protect their own credit rating.
 - d. know how to reduce personal expenses.
3. be able to determine the interest to be paid on a purchase utilizing various types of interest payment plans.
 - a. be able to compute interest on a loan and to determine total cash to be paid out.
 - b. recognize the different systems for determining interest on a loan.
 - c. know how to compute the cash cost of a product and the cost of the product using borrowed money.
4. determine the advantages and disadvantages of the various types of savings and investment accounts available.
 - a. be able to determine what types of accounts pay the highest interest rate.
 - b. be able to determine the value of long-term investments vs. short-term investments.
 - c. know how to check on the security of their savings or investment accounts.

The student will:

5. accurately complete personal financial and tax forms.
6. utilize appropriate skills in solving personal economic problems.

For example, students should:

- a. have learned how to complete their own income tax return.
 - b. be able to compute forms which require the reporting of financial information.
 - c. know how to accurately account for expenditures and income.
- a. be able to plan a family budget.
 - b. know how to keep income and expenditures in balance.
 - c. know what to do if excessive debt is encountered.

ECONOMIC

II. STUDENTS WILL ACQUIRE AN UNDERSTANDING ABOUT DIFFERENT OCCUPATIONS AND THE SYSTEM OF PRODUCTION AND USE OF HUMAN RESOURCES.

The student will:

1. relate his personal characteristics and qualifications to an identified occupational category.
2. explain the characteristics of occupations which he finds interesting.
3. analyze the effects various workers and occupations have on his daily life.
4. describe how various occupations function together as a social unit.
5. seek experiences which provide training related to a desired occupation.

For example, students should:

- a. know the skills needed for many different jobs.
 - b. have a good understanding of their own skills and abilities.
 - c. be able to match their personal skills with appropriate jobs.
- a. be able to identify jobs they would like to have.
 - b. know what people do in a number of different occupations.
 - c. be familiar with a number of occupations.
- a. recognize the interdependence of the various work forces, for example, to have electricity we need miners, truckers, and railroad workers to supply coal.
 - b. be able to describe some of the direct dependence people have on workers.
- a. understand how the jobs people perform influence the lives of others.
 - b. know how one job can be dependent on another.
 - c. describe the cooperative work elements in a particular institution, such as a supermarket, school, or police force.
- a. know how to work on school projects which are related to a desired occupation.
 - b. be able to find out about work that is needed in volunteer organizations.
 - c. know how to find out about job opportunities through professional groups.

The student will:

6. participate in a school project which provides work experience in designing, developing, producing, and marketing a product or service.
7. analyze the effects of immigration on industrialization and the United States labor market.
8. identify problems about human resources in the United States.

For example, students should:

- a. know how to join a group such as Junior Achievement.
 - b. be able to seek opportunities in business-sponsored achievement programs.
 - c. know how to find out about work experience programs offered by community business.
- a. cite examples of how the labor market was affected by immigration of the Irish, Italians, Polish, etc.
 - b. be aware of the immigrants' role in the expansion of American industry.
 - c. be aware of the contributions of skilled crafts brought by immigrants to industry.
 - d. recognize the effect of the immigrant as a consumer of industrial products.
- a. know why there are higher unemployment rates in certain areas.
 - b. cite examples of unions affecting the labor force.

ECONOMIC

III. STUDENTS WILL KNOW HOW TO BENEFIT FROM CONSUMER INFORMATION.

The student will:

1. compare sources of information related to consumer related decisions.
2. discriminate among commercial products in terms of consumer-related factors.
3. interpret consumer regulations with respect to specific markets.
4. evaluate ratings of a consumer product.
5. evaluate the effects advertising may have on the cost of a product.

For example, students should:

- a. know where to obtain information on products.
- b. become a wise shopper.
- c. be aware of consumer protection agencies.
- a. know how to tell which is the best product.
- b. be able to tell good from poor products.
- c. be able to make a knowledgeable decision about a product they want to purchase.
- d. recognize unethical business practices.
- a. describe why there are government restrictions placed on things like drugs, automobiles, and weapons.
- b. be able to identify advertising which takes advantage of the buyer.
- c. be aware of consumer protection agencies.
- d. be aware of food and drug regulations.
- e. be aware of environmental protection regulations.
- a. be able to read and compare food labels for unit price and ingredients of a product.
- b. know how to check a consumer's guide before making an important purchase.
- a. understand that the cost of advertising is added onto the cost of the product.
- b. compare price differences between private brands of products and nationally advertised brands.
- c. be aware of advertising costs in mass media channels.

The student will:

6. be aware of the many aspects of how a product reaches the market place and the way in which this may affect the cost of the product.
7. be aware of legislation which protects the consumer.
8. describe sources which provide information on where various products may be purchased.

For example, students should:

- a. know that the cost of a product is partly based on how far it must travel and how much it must be handled before it reaches the consumer.
- b. know why the wholesale cost is less than the cost at a retail store.
- a. know the consumer laws which protect an individual when applying for a car or home loan at a bank.
- b. be able to describe some of the protection provided by food, drug, and safety regulations.
- c. recognize that such things as zoning laws, housing codes, required inspection and insurance of automobiles are all forms of consumer protection.
- a. know how to find products in the Yellow Pages, the ad section of the newspaper, or in a trade paper.
- b. be able to use a library to obtain needed information.
- c. know how to use the services of the reference librarian.

ECONOMIC

IV. STUDENTS WILL UNDERSTAND ECONOMIC SYSTEMS AND THEIR INTER-RELATIONSHIPS WITH POLITICS, BUSINESS, AND GOVERNMENT.

The student will:

1. compare the effect of identified economic influences on various or specific groups and sectors.
2. identify the economic activities related to the basic needs for continued human existence - food, clothing, and shelter.
3. be able to evaluate the effects of social-economic legislation in terms of its impact on the welfare of others in the society.
4. interpret the effects of social-economic legislation on the economy.

For example, students should:

- a. recognize that unemployment is higher among minority groups than other Americans.
- b. be aware of the effect of inflation on those who are retired.
- c. recognize that women often receive less money for the same job performed by men.
- a. be able to describe the many tasks that are required to get food to all the people.
- b. recognize that everyone must have food, clothing, and housing.
- c. understand that social security taxes are to assure that old people have food and shelter.
- a. recognize that the purpose of minimum wage is to make sure everybody is paid enough to live on.
- b. have learned that special steps are needed to provide jobs for minority groups.
- c. realize that fair housing laws assure that all ethnic groups are treated fairly.
- a. recognize that minimum wage laws increase purchasing power.
- b. recognize that social rehabilitation programs reduce unemployment and welfare payments.

The student will:

5. describe the effects of various national forces on the state economy.
6. explain the effect of political groups on economic policy.
7. appreciate the plight of the economically disadvantaged in America.
8. choose from among several economic systems the system under which he would most prefer to live.
9. distinguish the characteristics common to underdeveloped countries.
10. describe the differences between various economic systems.
11. discuss the features of an economy that place it in a particular economic category.

For example, students should:

- a. understand the effect federal aid to education has on Rhode Island.
- b. recognize the availability of federal aid to states during emergency and disaster situations.
- c. recognize the availability of federal aid to states during construction projects.
- a. understand the differences between the major political parties on economic issues.
- b. understand the effect of conservation of energy and resources on the economy.
- a. realize that economically disadvantaged children do not have the same educational opportunities as other children.
- b. know how some people can be trapped in the welfare system.
- a. be able to distinguish between socialism and communism.
- b. understand the philosophical doctrine of democracy.
- c. be able to compare and contrast the major economic systems of the world.
- a. be able to describe some of the consequences of underdevelopment, poor diet, high infant mortality, low employment.
- b. know what the causes are of underdevelopment.
- a. know how socialism and free enterprise differ.
- b. know how the United States' economic system differs from a free enterprise system.
- a. be able to describe what the characteristics are of a free enterprise system.
- b. know the characteristics of various economic systems.

The student will:

12. recognize causes of poverty in the United States.
13. assess the flow of imports and exports in terms of their effect on national economy.
14. describe the characteristics of a depression, its effects on society and the steps government can take in preventing a depression.
15. evaluate the economic effects of increased technology.
16. analyze problems associated with property clearance projects and urban redevelopment.
17. evaluate the ways in which federal, state and local government exercise their powers of taxation.

For example, students should:

- a. list some of the causes of poverty.
- b. know that lack of education, geographic immobility, and ethnic-racial discrimination are causes of poverty.
- a. recognize that a healthy economy requires a balance of imports and exports.
- b. know the consequences of imbalances in import-export.
- a. be able to describe the economic crises now faced by minority unemployment.
- b. know the causes of economic cycles.
- c. be able to describe the steps which can be taken to prevent economic depressions.
- a. know how technological change influences the economy.
- b. be able to describe the past effects of labor-saving devices.
- c. be able to describe what happens when a new labor-saving tool is used in a business.
- a. know some of the problems that have occurred in urban redevelopment.
- b. be able to explain the difficulties faced by minorities in slum clearance.
- c. recognize that urban redevelopment has not always resulted in improved conditions for the urban poor.
- a. compare the economic effects of various taxes, for example, a sales tax versus an income tax.
- b. be able to evaluate what would happen if a tax system were changed, for example, if the general treasury were to support the social security system.

ECONOMIC

V. STUDENTS WILL UNDERSTAND THE CONCEPT OF MONEY AS NEGOTIABLE CURRENCY AND WHAT INFLUENCES AFFECT ITS VALUE.

The student will:

1. appreciate advantages of coined money over bartering as a means of exchange.
2. analyze why both paper money and coins are used in today's economic system.
3. evaluate the effects of government control of the production of paper money on the country's economy.
4. evaluate the effects of domestic recession and inflation on the value of the dollar.
5. describe the effects other countries can have on the value of the American dollar.

For example, students should:

- a. have a basic understanding of the use of money as an exchange medium.
- b. know the advantages of money over bartering.
- c. have knowledge of countries where money is not a medium of exchange.
- a. understand the advantages of using coins for small amounts and paper for large amounts of money.
- b. know why both coins and paper money are used.
- a. be able to describe instances of inflation caused by the uncontrolled printing of money.
- b. know how the United States controls the amount of paper money printed.
- c. know about the economics of the money system.
- a. know how the value of money changes with inflation and recession.
- b. be able to describe how money value is used to control balance of payments and economic cycles.
- a. describe how a free trade economy equalizes balance of payments.
- b. have a basic understanding of international economics.
- c. know how international trade policies affect the value of money.

The student will:

6. predict market conditions on the basis of given values of economic indicators (e.g., cost-of-living index).

For example, students should:

- a. know about the workings of the stock market.
- b. know what causes stock and commodity prices to change.

ECONOMIC

VI. STUDENTS WILL UNDERSTAND BUSINESS AND INDUSTRY AS IT RELATES TO PRODUCTION AND RESOURCES AND HOW THESE AFFECT OUR NATIONAL ECONOMY.

The student will:

1. analyze the reasons for success or failure for business and industries.
2. explain the relationship between industries and urbanization.
3. explain the advantages of diversification for the national economy.
4. discuss interrelationships that exist among natural resources, human resources, and means of production.

For example, students should:

- a. know why one business is successful when another of the same type fails.
 - b. explain how management affects the success of a business or industry.
 - c. know the basic economics of business.
 - d. be able to describe how costs of production influence the availability of jobs.
 - e. be able to describe the economic problems faced by typical Rhode Island businesses.
-
- a. be able to show how communities develop around industries.
 - b. know how industrialization led to the development of cities.
 - c. realize how transportation influences industrial plant locations.
 - d. be able to describe the present patterns of business location.
-
- a. know where the major areas of industrialization in the United States are located.
 - b. know how diversification of industry serves the economy.
-
- a. know how geography influences where businesses build factories.
 - b. be able to describe how production is related to resources.
 - c. have a basic understanding of business economics.

The student will:

5. explain the advantages and/or disadvantages of raising, maintaining or lowering the national debt.
6. describe ways in which the private business sector is aided or limited by government (local, state, or federal) in the United States.
7. explain the relationship which exists between organized labor and management.
8. evaluate measures the United States government has taken to slow or stop inflation during previous inflationary periods.

For example, students should:

- a. know how the national economy functions.
- b. know the way in which the national debt influences the economy.
- c. be able to explain what happens with changes in the amount of the national debt.
- a. know how the government regulates business.
- b. know the tax advantages and other government assistance given business at all levels of government.
- c. know how government involvement in business helps business and protects the consumer.
- a. know how union contracts are negotiated.
- b. be able to describe examples of effective union-management relationships.
- a. know the procedures followed in controlling the economy.
- b. be able to describe how inflation can be controlled.

PERSONAL

Major Goals

- I. Students will achieve and maintain physical fitness through on-going health practices and leisure time physical activities.
- II. Students will have values and standards of behavior which effectively serve them and their society.
- III. Students will be self-reliant, responsible, and mature.
- IV. Students will continue to grow, broaden their experience and maintain a sense of personal accomplishment about things they do.

PERSONAL

I. STUDENTS WILL ACHIEVE AND MAINTAIN PHYSICAL FITNESS THROUGH ON-GOING HEALTH PRACTICES AND LEISURE TIME PHYSICAL ACTIVITIES.

The student will:

For example, students should:

1. formulate a reasonable self-program of systematic physical exercise.
 - a. have developed health habits that maintain physical fitness.
 - b. have developed programs of exercise that maintain physical fitness.
 - c. have learned to refrain from over-eating, smoking, and abuse of alcohol and drugs.
2. display habits consistent with good physical health.
 - a. have learned to practice good health habits, eat well-rounded meals, practice cleanliness, exercise, get adequate sleep.
3. perform selected physical activities at a "naturalized" level of competency.
 - a. have acquired skills for leisure time physical activities at appropriate levels of competence (golf, jogging, skiing, tennis, swimming, walking, etc.)
 - b. have developed a schedule of physical activities that match their own needs.
4. integrate principles of healthful living to arrive at a personal plan of daily activities.
 - a. know how to live a healthy life despite the stresses of daily living.
 - b. set aside a portion of time each day for exercise.
 - c. take time each day to eat regular meals.

PERSONAL

II. STUDENTS WILL HAVE VALUES AND STANDARDS OF BEHAVIOR WHICH EFFECTIVELY SERVE THEM AND THEIR SOCIETY.

The student will:

For example, students should:

1. describe a personal code of ethics which reflects responsible behavior toward herself and others.
 - a. have developed personal standards of behavior which they can follow in real situations.
 - b. recognize when beliefs and values are inconsistent with their actual behavior.
 - c. understand the relationship between one's values and one's actions.
 - d. be willing to accept the consequences for their own actions.
2. understand the relationship between his values and actions.
 - a. recognize that actions speak louder than words.
 - b. recognize that how we spend our time and money tells a great deal about what is important to us.
3. analyze his own attitudes and values.
 - a. be able to compare own attitudes and values with those of others.
 - b. recognize when values and beliefs are inconsistent with their actual behavior.
4. act on personal values in a way which enhances self-understanding and self-worth.
 - a. use beliefs and values in a way which assists in their own self-development.
 - b. not pursue a grudge to get even.
 - c. use friendship and loyalty as a means of development.
5. organize his personal goals and values in light of past experiences.
 - a. have developed the flexibility to shift their goals and values as they grow older.
 - b. be able to change career goals or educational plans when conditions change.
 - c. be able to change goals as they are tested by experience.

The student will:

6. use a variety of means to communicate her personal values and attitudes.
7. relate local and national issues to her own value system.
8. accept responsibility for her own behavior.

For example, students should:

- a. be able to describe an issue such as environmental protection and explain how their own values relate to it.
 - b. know how to express feelings and to describe feelings to others.
 - c. be able to communicate to others about how they feel and what beliefs they stand for.
- a. recognize that specific issues such as abortion, illegal strikes, or busing for desegregation may involve issues in which one's own values are on both sides.
 - b. be able to describe an issue such as environmental protection and explain how one's own values relate to it.
 - c. be able to describe a local or national issue and then show how their own values influence their feelings about it.
- a. recognize their responsibility to self and society.
 - b. understand that each person must act responsibly for a democracy to work.
 - c. consider how their actions affect others.

PERSONAL

III. STUDENTS WILL BE SELF-RELIANT, RESPONSIBLE AND MATURE.

The student will:

1. demonstrate self-reliance appropriate for his age by acting independently in given situations.
2. revise personal plans of action in light of new criteria.
3. display the skill of personally defining new situations.
4. identify common and unique personal reactions to a variety of situations.
5. propose solutions to personal problems.

For example, students should:

- a. be sufficiently independent to contend with most life situations.
 - b. be able to make decisions on their own.
 - c. actively work to solve a problem that has been encountered.
 - d. seek out information about a topic of interest.
- a. revise plans as conditions change.
 - b. make effective decisions in situations calling for rapid action.
 - c. take time to review personal plans on a regular basis.
- a. know how to deal with personal problems.
 - b. use experience, logic and analysis in dealing with new situations.
 - c. not be fearful of new situations.
- a. recognize when others' behavior is creative or unique.
 - b. realize that making excuses or placing blame on someone doesn't help solve a problem.
 - c. recognize both normal and abnormal behavior.
- a. be able to develop alternatives to personal problems, such as career plans, educational plans, or planning for major purchases.
 - b. know how to deal with personal problems rather than simply be overwhelmed with them.

The student will:

6. use a variety of resources in solving personal problems.
7. demonstrate thoughtful action in a wide variety of situations.
8. review her stated opinion of given matters in light of new information.
9. define himself in response to both the way the world is and his desire to change the world.
10. appraise his motives for his actions.
11. recognize that a person's emotions affect how one behaves.
12. achieve a sense of community by building shared personal meanings.

For example, students should:

- a. know where to seek assistance for personal problems - legal, financial, personal, social, consumer, etc.
- b. know how to develop alternative solutions for dealing with personal problems.
- a. be concerned about how their own actions affect others.
- b. be concerned about the welfare of others.
- c. consider consequences for self and others before undertaking a course of action.
- d. show concern for the consequences of one's actions in many types of situations.
- a. have the skills that enable one to continue to learn and develop.
- b. be willing to change their opinion if they see that another viewpoint makes more sense.
- a. work in a helpful way to bring about a change.
- b. understand the way human motives influence the world.
- c. maintain personal composure and stability in the face of a world which needs changing.
- a. have a basic understanding of psychology as it applies to human motives.
- b. have insights into their own behavior.
- c. know the reasons behind their own behavior.
- a. know how to deal with hostility, both their own and that of others.
- b. react to a display of emotions such as anger as normal behavior rather than viewing an angry person as bad.
- c. know that people behave differently when they are angry or upset.
- a. be able to share feelings with others.
- b. know about human emotions and how people feel and behave.
- c. know how to express feelings rather than keep feelings bottled up inside.

PERSONAL

IV. STUDENTS WILL CONTINUE TO GROW, BROADEN THEIR EXPERIENCE, AND MAINTAIN A SENSE OF PERSONAL ACCOMPLISHMENT ABOUT THE THINGS THEY DO.

The student will:

For example, students should:

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|---|--|
| 1. demonstrate habits of self-direction in areas of personal interest. | a. know how to develop new skills and interests. |
| | b. be able to carry out activities which can lead to a sense of accomplishment. |
| | c. be able to pursue an area of interest. |
| 2. demonstrate habits of self-motivation and self-evaluation in areas of personal interest. | a. recognize that hard work and saving can be used to achieve some goals. |
| | b. achieve academic and career goals through work and study. |
| | c. know how to obtain results which are really desired. |
| 3. seek an environment which maximizes personal growth. | a. seek activities which enrich and instruct as well as those which simply amuse or entertain. |
| | b. seek activities which develop both skill and learning. |
| | c. seek things to do which bring about more learning. |
| 4. propose alternate plans to pursue personal goals. | a. be able to describe several ways of meeting goals. |
| | b. try different approaches to the same problem. |
| 5. use community resources to pursue personal goals. | a. be able to use library, community mental health centers, or legal aid services when these are needed. |
| | b. know how to use the resources of schools, churches and clubs in their community. |

The student will:

6. articulate a realistic estimate of his own abilities and strengths.
7. value humor in developing self-worth.
8. use her leisure time in a personally meaningful way.
9. demonstrate a variety of purposes in use of leisure time.
10. formulate a plan of living consistent with her abilities, interests, and beliefs.
11. seek to maximize his personal identity in each new situation.

For example, students should:

- a. be able to describe to others what kind of skills they have learned or can offer.
- b. know their own strengths and weaknesses.
- a. have developed a sense of humor.
- b. be able to laugh at their own behavior, even at their own anger and hostility.
- c. be able to enjoy humor, including the humor directed at self or their own condition.
- a. have leisure time activities which aid in personal development - reading, studying, crafts, etc.
- b. engage in active sports and hobbies from which they can obtain a sense of accomplishment.
- c. have leisure time activities.
- a. use leisure time in many ways such as observe and participate in sports, games, crafts, hobbies.
- b. have a hobby which develops skills.
- c. have leisure time activities which contribute to the community and which provide self-satisfaction.
- a. identify goals consistent with their abilities.
- b. set realistic goals.
- c. be able to make realistic plans for career and for leisure and social activities.
- a. know how a situation will affect them.
- b. seek to exert their own personal concerns on new situations.
- c. act in a way that is consistent with what they know to be right.

The student will:

For example, students should:

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|---|---|
| 12. plan personal resources (time, money) to pursue an area of interest. | a. know how to plan and allocate time and money to obtain outcomes truly desired. |
| | b. know how to schedule time for relaxation as well as work. |
| 13. determine the degree to which an activity relates to his own personal needs, skills, and physical capabilities. | a. set realistic career and leisure time goals. |
| | b. be able to decide whether they have the knowledge and skills to complete a particular task. |
| 14. display a sense of personal pride, self-identity, and accomplishment through chosen leisure activities. | a. engage in leisure time activities from which satisfaction can be achieved such as helping others, community service, and so forth. |
| | b. be able to carry out activities which can lead to a sense of accomplishment. |
| 15. demonstrate individuality in a way that promotes personal growth. | a. know how to be both cooperative and individualistic. |
| | b. be able to cooperate with others without always conforming. |

PHYSICAL

Major Goals

- I. Students will use techniques of scientific inquiry when making decisions about the physical world.
- II. Students will understand and promote sound health practices for themselves and for the larger community they live in.
- III. Students will understand the biological functions which occur in living systems.
- IV. Students will understand the relationships between environmental balance, conservation of energy, and living systems.

PHYSICAL

1. STUDENTS WILL USE TECHNIQUES OF SCIENTIFIC INQUIRY WHEN MAKING DECISIONS ABOUT THE PHYSICAL WORLD.

The student will:

For example, students should:

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|---|--|
| 1. arrive at a reasonably accurate conclusion based on data sources such as (1) observations, (2) measurements, (3) tables and graphs and (4) research reviews. | a. know how to use the scientific method.
b. be able to read charts, graphs, and tables.
c. be able to distinguish opinions from conclusions based on data. |
| 2. apply the skills of observing, classifying and measuring to understanding natural phenomena. | a. know how to observe to obtain scientific facts.
b. know how observations are grouped, measured, and classified.
c. be able to relate new information to things already known. |
| 3. utilize the processes of inquiry when investigating natural phenomena. | a. know how to apply the procedures and methods of science.
b. know how to determine the basic facts in any inquiry.
c. be able to outline scientific procedures needed to answer a practical question about a common event. |
| 4. demonstrate an awareness of inquiry when analyzing the results of scientific investigations. | a. be able to read research and to evaluate whether the scientific method has been followed.
b. know how the information in a report was gathered. |

PHYSICAL

II. STUDENTS WILL UNDERSTAND AND PROMOTE SOUND HEALTH PRACTICES FOR THEMSELVES AND FOR THE LARGER COMMUNITY THEY LIVE IN.

The student will:

1. apply accurate information to health-related decisions.
2. utilize available resources (e.g., proper diet, medicine) as needed for personal health.
3. predict the consequence of substance abuse.
4. display health behavior which will enhance the physical, mental and social well-being of others.
5. support community and state activities (e.g., sewage treatment, pollution control) which will aid in providing better health to all residents.

For example, students should:

- a. know how to recognize diet and health fads.
- b. be able to evaluate reports on medical or other health aids.
- a. maintain health through proper diet and medical care.
- b. keep informed about good personal health practices.
- c. have the ability to plan balanced meals on a limited budget.
- a. know the facts about the ill effects of tobacco, alcohol, and drugs.
- b. be able to recognize the symptoms of the abuse of tobacco, alcohol, and drugs.
- a. refrain from smoking in presence of non-smokers.
- b. follow practices which do not pollute the environment for others.
- c. know the effects of pouring crank-case oil in city sewers.
- a. aid good health by supporting government activities which promote health for everyone.
- b. know about and support government efforts to provide for community health.
- c. take part in community clean-up campaigns.

The student will:

6. practice personal habits which preserve the balance of nature.
7. predict the effect of population growth on the environment.
8. compare alternative land-use proposals utilizing available evidence and predicted impacts.
9. act in a manner consistent with recommended energy conservation practices.

For example, students should:

- a. help to preserve the balance of nature.
- b. not use clothes or other products of endangered species.
- c. make limited use of scarce resources.
- a. understand how changes in population influence how land is used.
- b. recognize the effect population increases have on demands for resources.
- c. recognize how energy demands have changed as a result of increased population.
- a. understand the problems and issues involved in using land for recreation rather than for industrial use.
- b. be able to analyze the pros and cons of different proposed uses for a piece of land.
- a. take steps to conserve energy.
- b. cite and practice steps which individuals can follow in energy conservation.
- c. adopt personal practices which protect the environment.
- d. support energy-saving proposals such as car pooling, mass transit, or moving industrial sites back to urban areas.

PHYSICAL

III. STUDENTS WILL UNDERSTAND THE BIOLOGICAL FUNCTIONS WHICH OCCUR IN LIVING SYSTEMS.

The student will:

1. analyze the effects of one organism on another.
2. appreciate the unique ability of organisms to reproduce.
3. analyze the similarities and differences between the male and female of a species.
4. relate stages of growth and development from conception to death.
5. relate the principles of heredity to the actions of man.

For example, students should:

- a. understand how food chains work.
 - b. be able to give examples of the interdependence of organisms, such as how the deer population is controlled by its natural enemies.
 - c. know what to expect from a major technological change on the environment.
 - d. know how a man-made change can affect the environment.
-
- a. know the different methods by which living things reproduce.
 - b. be able to explain the advantages for species survival of different methods of reproduction.
 - c. recognize reproductive ability as a unique characteristic of life.
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- a. know about human reproductive systems.
 - b. know the physical differences between males and females in humans and other organisms.
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- a. be able to describe the various growth stages of humans.
 - b. know that children gradually develop skills and abilities.
 - c. know how habits in early life will affect later health and overall well-being.
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- a. have a basic knowledge of genetics.
 - b. know what physical disorders are inherited.
 - c. recognize the limits of genetic influence on behavior.

The student will:

6. recognize the role of man in controlling human disease.

7. understand that biological changes occur within the human body from conception to death.

For example, students should:

- a. be able to describe how diseases have been controlled - smallpox, tuberculosis, measles, etc.
 - b. know how medical schools, the public health service, physicians, and the drug industry have brought about high standards of disease control.
 - c. recognize the health standards which protect people from disease.
 - d. know the importance of taking shots for german measles, diphtheria, smallpox, and other diseases.
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- a. know how aging affects physical and mental ability.
 - b. be able to describe the changes that occur in infants and children as they grow.
 - c. know about how children grow and develop.

PHYSICAL

IV. STUDENTS WILL UNDERSTAND THE RELATIONSHIPS BETWEEN ENVIRONMENTAL BALANCE, CONSERVATION OF ENERGY, AND LIVING SYSTEMS.

The student will:

1. analyze the consequences to living organisms of altering a portion of the environment.
2. recognize the responsibility of people for maintaining (restoring) the dynamic balance of nature.
3. understand the role of energy in maintaining living systems.
4. evaluate the effect on the quality of life of alternative means of producing energy.

For example, students should:

- a. be able to give examples of survival and non-survival of living things when their living conditions change.
 - b. know what happens to animal populations when human population and development increases.
 - c. know the principles of evolution.
- a. realize that people must be responsible for correcting man-made imbalances in nature.
 - b. be able to give examples of acts which can destroy an environment, for example, cutting the Brazilian forest or depleting oil supplies.
 - c. recognize the importance of maintaining open unused land.
- a. understand how energy is needed to produce fertilizer for food.
 - b. recognize that all living things use and depend on energy.
 - c. understand how plants use solar energy to grow and make chemical changes.
- a. be able to discuss the values and costs of replacing oil and gas with coal or nuclear power.
 - b. give examples of the good and bad effects of producing energy from water power.
 - c. be able to give examples of good energy use, for example, be able to explain whether electric cars really use less energy than gasoline cars.

The student will:

5. evaluate the effect on the quality of life of alternative means of producing energy.
6. predict the effect of population growth on the environment.
7. compare alternative land-use proposals utilizing available evidence and predicted impacts.
8. act in a manner consistent with recommended energy conservation practices.

For example, students should:

- a. be able to show the effects of having many small sources of energy rather than a few large sources.
 - b. be aware of possible changes in energy production, e.g., hydrogen fusion, solar cells, etc.
 - c. understand how energy conservation can be achieved.
- a. understand how changes in population influence how land is used.
 - b. recognize the effect population increases have on demands for resources.
 - c. recognize how energy demands have changed as a result of increased population.
- a. understand the problems and issues involved in using land for recreation rather than for industrial use.
 - b. be able to analyze the pros and cons of different proposed uses for a piece of land.
- a. take individual initiative to conserve energy.
 - b. cite and practice steps which individuals can follow in energy conservation.
 - c. adopt personal practices which protect the environment.
 - d. support proposals such as van-pooling, mass transit, or moving industrial sites back to urban areas.

POLITICAL

Major Goals

- I. The student will develop skills to participate in our democratic government.
- II. The student will understand the implications of political influence on our government and on our society.
- III. The student will be knowledgeable about the development and workings of our legal system.
- IV. The student will provide both stability and change to our political and legal systems.
- V. The student will be able to understand and make responsible evaluations about our political and legal systems.

POLITICAL

I. THE STUDENT WILL DEVELOP SKILLS TO PARTICIPATE IN OUR DEMOCRATIC GOVERNMENT.

The student will:

For example, students should:

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| 1. have skills to participate in a democratic society. | a. know their rights as voters and how to exercise such rights. |
| | b. practice civic skills (voting, meeting, campaigning, petitioning). |
| | c. know the responsibilities and privileges of democratic citizenship. |
| 2. play an active part in politics at all government levels. | a. demonstrate support for a candidate by working in a campaign. |
| | b. join a political party. |
| | c. participate in an election in ways other than voting. |
| | d. participate in local government organizations (boards, councils, and committees). |
| | e. exercise the right to vote, to free speech, and to assembly. |
| 3. demonstrate a commitment to cooperative democratic processes. | a. become involved in election proceedings. |
| | b. know how to work with others to bring about changes in our governmental system. |
| | c. support the two-party system. |
| 4. attempt to bring about political change in a legal manner as justified by analysis of the social and economic conditions of the time. | a. join a neighborhood group which has formed as a response to local concerns. |
| | b. be familiar with the work of national organizations working to improve the political structure of our government. |
| | c. be involved in solving current problems in our society. |
| | d. know that change is necessary to maintain our political system. |

The student will:

For example, students should:

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| 5. maintain awareness of local political and legal issues affecting his community and state. | a. regularly read daily and weekly papers, and/or listen to newscasts dealing with local concerns.
b. be aware of the effect of any new legislation on the community. |
| 6. encourage the political involvement of all individuals regardless of their personal philosophies. | a. encourage legislation permitting equal access to TV of all those running for office.
b. be able to make judgments about competing candidates.
c. campaign for candidates of their choice. |

POLITICAL

II. THE STUDENT WILL UNDERSTAND THE IMPLICATIONS OF POLITICAL INFLUENCE ON OUR GOVERNMENT AND ON OUR SOCIETY.

The student will:

For example, students should:

1. publicly identify instances in which non-political decisions and events are governed by political means.
 - a. recognize when a person who wasn't qualified got a job because he knew someone.
 - b. identify instances in which civic business was awarded to contractors in violation of existing bidding procedures.
 - c. identify public agencies which have knowingly adopted unbalanced budgets for the purpose of operating in a deficit manner.
 - d. know when business decisions are influenced by politics.
 - e. give examples of unfair political favoritism.
2. compare legislative acts with established political positions.
 - a. compare what politicians do in office with the promises they made when running for office.
 - b. know when their legislators are just voting the party line.
 - c. understand how new legislation is based on established policies.
3. evaluate the effect on the State of Rhode Island of national political shifts.
 - a. know how the closing of military installations in the northeast was related to a political shift in Washington.
 - b. relate the national energy program to its impact upon the costs of energy in Rhode Island.
 - c. relate national transportation policies to the upgrading of rail and rapid transit systems in Rhode Island.
 - d. know what changes occur when the national government shifts from one political party to another.
 - e. be able to explain why national political shifts affect state politics.

The student will:

For example, students should:

4. evaluate local and State of Rhode Island government procedures with those in other states.
 - a. be able to explain how other states' governments are similar to Rhode Island's.
 - b. be able to compare Rhode Island's management of schools, prisons, etc. with that of other states.
5. distinguish between the use of political slogans and their intended political effect.
 - a. be able to cite illustrations of slogans and political slogans.
 - b. be able to know what a candidate means by his or her campaign slogans.
 - c. be able to identify the audience for which a political slogan is intended.
6. evaluate the effect of lobbying on legislation and the process of government.
 - a. be able to read about some proposed legislation and identify whether some special interest group is involved.
 - b. know how groups affect legislation, for example, know the opposing views of labor and management toward welfare benefits to strikers.
 - c. be able to identify the strong lobby groups in Rhode Island.
7. analyze nationalistic and patriotic appeals.
 - a. analyze nationalistic and patriotic appeals by citizen groups and their impact upon legislation.
 - b. analyze patriotic appeals by the government and their impact upon citizen behavior, e.g., a president's appeal to conserve energy.
 - c. cite the ways in which anti-war groups, anti-busing groups, etc. have effects on politics.
8. assess the historical effect of different U. S. foreign policies on our political system and those of other countries.
 - a. cite the impact of foreign policies such as the Monroe Doctrine in the 1800's and the historical feeling of "Yankee Imperialism" in Latin America.
 - b. know what effect United States foreign policies had on the industrial and political redevelopment of Europe.
 - c. relate examples of United States military support, for example, that of NATO and SEATO on the industrial development of Germany and Japan since the end of World War II.
 - d. cite the historical causes of the feelings of distrust by foreign nations towards the United States.

The student will:

For example, students should:

9. discriminate between the political implications of general political systems such as totalitarianism, socialism and communism.
 - a. compare governmental practices and quality of citizen life in countries having different political systems.
 - b. compare the relative freedom of the press to report local governmental issues in countries of different political systems.
 - c. be able to look at a piece of legislation and determine the degree to which each of the interested parties has influenced its construction.

POLITICAL

III. THE STUDENT WILL BE KNOWLEDGEABLE ABOUT THE DEVELOPMENT AND WORKINGS OF OUR LEGAL SYSTEM.

The student will:

1. trace our present legal system from its beginnings in English common law.
2. describe the various kinds of courts in our legal system, the jurisdiction of each, and their relationship to one another.
3. describe the lawful rights of citizens under the legal system.
4. analyze current legal issues in terms of seemingly conflicting legal principles.

For example, students should:

- a. know why we have adapted many English laws into our legal system.
- b. know how common law differs from ancient law, i.e., Roman or Greek.
- a. know the steps to take in taking a case from a lower court to a higher court.
- b. know the types of cases heard by each kind of court.
- c. know the difference in legal procedures used in civil cases and those used in criminal cases.
- a. know what to do if their rights are denied.
- b. be able to describe the difference between a criminal offense and a civil offense.
- a. understand that everyone should be equal under the law.
- b. understand that legal decisions can be made on the basis of a procedural mistake and are not always based on right or wrong.

POLITICAL

IV. THE STUDENT WILL WORK BOTH TO SUPPORT AND TO IMPROVE OUR POLITICAL AND LEGAL SYSTEMS.

The student will:

1. be aware of specific methods of supporting and opposing governmental policies.
2. support the creation of laws established to promote the common good.
3. support the just efforts of local, state, and federal law enforcement officials.
4. work to correct inequalities and injustices perpetrated by our legal system.
5. defend the civil liberties accorded the American people by the Constitution.

For example, students should:

- a. be familiar with what happens as a result of boycotts, picketing, letters and telegrams to representatives, advertisements in newspapers, etc.
- b. know what to do when they disagree with a government policy.
- a. cite examples of laws that ensure each citizen of his basic rights.
- b. know how laws can be changed to adapt to our changing society.
- a. be witnesses and give information freely.
- b. set an example for others by obeying laws.
- c. be willing to assist a police officer or make a citizens arrest.
- a. know where and how to file for legal recourse.
- b. be willing to lobby for changes in the law.
- c. support an individual's right to appeal a legal decision.
- a. know the rights of minority groups.
- b. be able to cite rights granted by the Constitution.

POLITICAL

V. THE STUDENT WILL BE ABLE TO UNDERSTAND AND MAKE RESPONSIBLE EVALUATIONS ABOUT OUR POLITICAL AND IFICAL SYSTEMS.

The student will:

1. establish reasoned positions on specified current legal issues.
2. judge whether decisions for the common good interfere with individual rights.
3. judge whether individual rights interfere with societal responsibilities.
4. critically evaluate political actions and conditions when his personal evaluation of the current situation reveals inconsistencies, misconduct and the like.
5. evaluate the effects of the penal system on society.

For example, students should:

- a. be able to defend a legal position with strong arguments and logic.
- b. form opinions on legal issues such as fair housing, wetlands protection, or the 200-mile fishing limit.
- c. know how to sort out irrelevant information from important facts on a legal issue.
- a. be able to identify how things like socialized medicine, mandatory retirement at 65, or a "closed shop" might infringe on the individual rights of a person.
- b. recognize the conflict between the common good and the rights of individuals.
- a. weigh the impact of their own thoughts and actions on others.
- b. know when to back down in order to protect the common good.
- a. know how to express their discontent to politicians when their actions show misconduct or are at odds with their earlier promises.
- b. form their opinions from good information rather than from rumors.
- a. cite examples of the inadequacies of our prison system.
- b. know the sentences imposed for various crimes.
- c. know how much of our tax dollar goes for prisons.
- d. know how jail sentences affect the economy in terms of families or individual life changes.

POLITICAL

VI. STUDENTS WILL FUNCTION SUCCESSFULLY AS ACTIVE MEMBERS OF A GROUP.

The student will:

For example, students should:

- | | |
|---|---|
| 1. participate effectively in a group-oriented game, activity, exercise, etc. | a. be able to adjust their own behavior to the give-and-take of group situations. |
| | b. be able to lead a group activity without dominating the other members of the group. |
| | c. freely express their own ideas in group discussions. |
| 2. recognize various helping and hindering roles in group situations. | a. understand how to participate in a group. |
| | b. be able to analyze the problem when a group effort is not successful. |
| | c. be able to recognize how the actions of each individual affect the group. |
| 3. display helping roles in group situations. | a. be able to lead a group to successful completion of a task. |
| | b. be willing to exchange their roles in a group if necessary. |
| | c. work cooperatively with others in a group situation. |
| 4. choose to be involved in self-selected group activities. | a. participate in special-interest group activities such as religious, political, social, or recreational organizations. |
| | b. choose to join organizations because they have an interest in them and not merely because of peer pressure. |
| | c. join others in community-interest efforts such as clean-up campaigns, voter registration drives, beautification projects, etc. |

SOCIAL

Major Goals

- I. Students will recognize the complex relationships between individual rights and social responsibility in a democracy.
- II. Students will understand social problems and seek ways to assist in their resolution.
- III. Students will know how to communicate effectively to others.
- IV. Students will know and use appropriate ethical behavior.
- V. Students will have a broad understanding of human behavior.
- VI. Students will function successfully as active members of a group.

SOCIAL

1. STUDENTS WILL RECOGNIZE THE COMPLEX RELATIONSHIPS BETWEEN INDIVIDUAL RIGHTS AND SOCIAL RESPONSIBILITY IN A DEMOCRACY.

The student will:

For example, students should:

- | | |
|--|---|
| 1. recognize the lawful rights of individuals in complex social interactions and events. | a. recognize when their own or another's rights have been denied.
b. recognize that people whose opinions differ from theirs have a right to express themselves.
c. be able to explain why people who disagree with the American way of government should still have their constitutional rights. |
| 2. recognize the need for balance between individual freedom and social responsibility in a democracy. | a. register to vote and participate in local, state, and national elections.
b. be able to describe the ways in which one person can help alter major events.
c. be able to describe the considerations one must make before taking an action which affects others.
d. be aware of how the actions of an individual can affect the larger group. |
| 3. defend the lawful rights of individuals in complex social interactions and events. | a. speak up in support of those whose rights have been denied.
b. be familiar with the Constitution and Bill of Rights of the United States as the basis for defending their own or others' rights.
c. be willing to disagree with friends or fellow workers in order to defend someone's rights. |
| 4. be aware of the variety of functions of institutions in our society. | a. be able to describe how the family, the courts, and the business community all contribute to society.
b. recognize the importance of schools in society. |

SOCIAL

II. STUDENTS WILL UNDERSTAND SOCIAL PROBLEMS AND SEEK WAYS TO ASSIST IN THEIR RESOLUTION.

The student will:

1. join community-based group(s) that have a community purpose.
2. demonstrate awareness of current social problems.
3. formulate alternate solutions to possible social problems.
4. verbally express personal positions on current social issues.
5. recognize potential interpersonal or social problems.

For example, students should:

- a. join community groups as a way of assisting in the solving of social problems.
- b. become involved in community government.
- a. keep themselves informed about current social issues.
- b. vote on bond issues with a good knowledge of the issues involved.
- c. take an informed stand on current issues, for example, the Equal Rights Amendment.
- a. consider the various alternatives before deciding what their own views will be.
- b. be aware that an opinion which differs from their own may be just as valid.
- c. be able to describe the pros and cons of a number of alternatives for the solution of a problem.
- a. know how to defend their position on current social issues.
- b. be able to explain their views on current issues.
- c. feel comfortable about voicing their opinions in a group.
- a. recognize when discussions are becoming arguments.
- b. be able to recognize isolated events or acts that may eventually cause a more widespread social problem, for example, a small industry dumping waste into a river, the closing of a neighborhood school, relocation of a business, passage of anti-discrimination laws.

The student will:

For example, students should:

- | | |
|--|--|
| 6. react maturely to inter-personal and social stress. | a. strive to calm people involved in emotional conflicts. |
| | b. ignore or respond neutrally to thoughtless remarks or insults. |
| | b. be able to change opinion or actions through learning from others. |
| 7. analyze and judge probable causes of current social problems. | a. be able to describe how social problems have complex causes, for example, know the history of the Blacks in America, and in particular, their problems since the Civil War. |
| 8. be aware of community social resources. | a. know where to find help for problems with alcoholism, birth control, mental illness, legal disputes. |
| | b. know about government agencies which can help people with all kinds of problems. |
| | c. know where to go to get help for a mentally ill person. |
| | d. know what kinds of financial aid are available for families which have lost their source of income. |
| | e. know about different groups which need people to volunteer in their spare time, such as meals on wheels or day care centers. |

SOCIAL

III. STUDENTS WILL KNOW HOW TO COMMUNICATE EFFECTIVELY TO OTHERS.

The student will:

1. use appropriate written communication to individuals or groups.
2. demonstrate good interpersonal communication skills in daily communications.
3. interpret verbal and non-verbal behaviors which restrict or enhance communication.
4. actively listen to another individual's explanation or expression.

For example, students should:

- a. be able to write letters requesting information or expressing complaints or opinions.
 - b. be able to write a meaningful "letter to the editor" expressing an opinion.
 - c. know when it is appropriate to write a letter and when it would be better to make a personal visit or telephone call.
 - d. be able to express their personal feelings in writing.
- a. demonstrate effective writing, listening, and speaking skills.
 - b. be able to request information, order goods, express complaints, etc., in appropriate telephone conversations.
 - c. be able to give another person clear directions.
- a. recognize signs of a person's openness or hostility to what is being said.
 - b. know how to participate in a debate.
 - c. be able to tell whether a person likes what is being said to him.
- a. take an interest in hearing viewpoints other than their own.
 - b. be able to accept new ideas.
 - c. provide encouragement for others to express their opinions.
 - d. be able to ask questions which show their understanding of and interest in another person's thoughts.

SOCIAL

IV. STUDENTS WILL KNOW AND USE APPROPRIATE ETHICAL BEHAVIOR.

The student will:

1. analyze bias toward any group or individual.
2. actively respond to acts that violate human dignity.
3. propose a process for handling situations in which one's rights have been violated.
4. distinguish between asocial, antisocial, and illegal acts.

For example, students should:

- a. understand some of the causes of prejudice.
 - b. recognize prejudice.
 - c. recognize when a person's prejudice is causing him to say or do something.
- a. not join groups which won't admit some people because of their race, sex, religion, age, etc.
 - b. react to acts which offend another person.
- a. be able to explain the circumstances of an incident in clear and unbiased terms.
 - b. be able to resolve conflicts.
 - c. know how to recognize the underlying causes for a situation which treats individuals unfairly.
- a. be able to tell the difference between undesirable behavior and illegal acts.
 - b. know that some childhood antisocial acts are illegal for adults, for example, fighting.

SOCIAL

V. STUDENTS WILL HAVE A BROAD UNDERSTANDING OF HUMAN BEHAVIOR.

The student will:

1. recognize general psychological influences on behavior.
2. recognize that how a person behaves in a given situation is influenced by values and social customs.
3. recognize physical and psychological maturation as influencing behavior.
4. be aware of social customs peculiar to various cultural milieu.

For example, students should:

- a. know the fundamentals of psychology.
 - b. recognize that people who act differently have reasons for their behavior.
 - c. be able to describe the effects that various mental illnesses may have on a person's day-to-day behavior.
 - d. realize that there are explanations for all behavior.
-
- a. understand that immigrants from other cultures may display behavior different from those usually found in American society.
 - b. be aware that some behaviors may be interpreted differently by different people.
 - c. be able to show that their own actions are partly caused by their values and beliefs.
-
- a. understand that children, adolescents and adults may react differently to a situation because of their levels of physical and emotional maturity.
 - b. know what children of different ages can be expected to do.
 - c. know about maturation in child development.
-
- a. be familiar with customs of various immigrant cultures in Rhode Island and the United States.
 - b. be familiar with the beliefs of the various religious groups in Rhode Island and the United States.
 - c. have a good background in social studies.
 - d. have an awareness of the history and geography of a variety of countries.

LEARNING ENVIRONMENT

Major Goals

- I. Schools will have procedures for developing a curriculum which is responsive to student needs.
- II. Schools will have programs for all students, gifted, handicapped, adults, minorities, etc.
- III. Schools will provide guidance to students.
- IV. Schools will provide a social milieu which enhances learning.
- V. Schools will provide for students of diverse interests and abilities.
- VI. Schools will assure that discipline is fair and that procedural rules are effective.
- VII. Schools will provide for interpersonal student relationships.
- VIII. Schools will provide adequate physical facilities and instructional material.
- IX. Schools will provide for efficiency of administration.
- X. Schools will provide for diversity of opinions.
- XI. Schools will provide competent teachers and staff.
- XII. Schools will have procedures for evaluating student needs and progress.

See PART II For NEEDS ASSESSMENT STATEMENTS For
LEARNING ENVIRONMENT GOALS (pages 86-90)

PART II

AESTHETIC

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE FAMILIAR WITH AND USE ARTISTIC MEDIA.

For example, students should:

- a. be able to use some artistic medium skillfully, for example, painting, sculpture, poetry, music, dancing, dramatics.
- b. be able to arrange and furnish a room tastefully.
- c. be able to express an experience or thought in a work of art, such as painting, music, poetry, or dramatics.
- d. recognize ways in which art helps people express ideas about life and/or the world.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND WHAT TECHNICAL ELEMENTS GO INTO MAKING ART.

For example, students should:

- a. be able to describe the characteristics which make a particular work of art successful.
- b. be aware of the process for making different art forms, for example, tapestry, sculpture, instrumental music, etc.
- c. know how different musical instruments sound alone and together.
- d. be able to point out the similarities and differences in art forms, for example, in sculpture and architecture, folk and classical music, painting and sketches, etc.
- e. be able to identify tools, materials, and instruments used in making art.

AESTHETIC

III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO IDENTIFY THE BASIS FOR THEIR OWN OPINIONS ABOUT ARTWORK.

For example, students should:

- a. be able to give reasons for their opinions of a particular work of art.
- b. know how to look at a piece of furniture or tool and tell whether it is well designed and well made.
- c. be able to differentiate a functional piece of art from a purely aesthetic piece of art.
- d. be able to group pieces of music by type or style (e.g., religious, popular, folk, instrumental, choral, etc.)
- e. be able to identify a wide variety of works of art.
- f. be able to identify particular artists' works.
- g. be able to explain their impressions about a piece of art.

IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO EXPERIENCE ART IN SUCH A WAY AS TO BE ABLE TO INTERPRET ITS SYMBOLS, MESSAGES, AND SOCIAL VALUE IN A PERSONAL WAY.

For example, students should:

- a. be able to identify the message communicated in a work of art.
- b. recognize that a variety of symbols are used in works of art.
- c. be able to express personal opinions about a modern painting, building, or other modern work of art.
- d. be able to identify a political issue or social problem expressed in a piece of music, poem, drawing, painting, or play.
- e. be able to recognize similar topics in works by two different artists.

CULTURAL

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO DESCRIBE SOME OF THE MAJOR INFLUENCES ON THE DEVELOPMENT OF OUR OWN CULTURE AND OTHER CULTURES OF THE WORLD.

For example, students should:

- a. know how another country's language is related to the culture of that country.
- b. know the major religions of Asia, Europe, the Near East, and other areas.
- c. understand how the culture and thinking of Western Europe influenced our American system of government, religion, and social class structure.
- d. be able to identify some of the American traditions that originated in other cultures.
- e. be able to identify artistic, social, political, and other contributions made by specific cultures and American subcultures.
- f. know the relationships between the religions and cultures of Asia, Europe, and the East.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO DEMONSTRATE AN APPRECIATION FOR THE ART, LITERATURE AND MUSIC OF OUR CULTURE AND OTHER CULTURES, AND KNOW WHY THEY ARE IMPORTANT TO CULTURAL TRADITIONS.

For example, students should:

- a. be familiar with popular art forms which reflect different cultural values and processes of social change.
- b. be able to identify works of art, drama, or music that are unique to traditions of America.
- c. be able to describe the role which art plays in society.
- d. be able to identify the works of major American artists in various fields (painting, literature, music, etc.)
- e. recognize works of art which deal with such events of social change as depressions, wars, human rights struggles, etc.

CULTURAL

- III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO PARTICIPATE FREELY WITH PEOPLE OF DIFFERENT BACKGROUNDS IN WORK, SOCIAL, AND LEISURE ACTIVITIES.

For example, students should:

- a. be able to cooperate with people of different ethnic groups.
- b. accept the different life-styles and values of Blacks, Hispanic, Native Americans, and other groups which are a part of our society.
- c. understand a culture's values and history as an influence on its members' behavior.
- d. demonstrate pride in their own culture and ethnic values.

- IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO DESCRIBE THE CONTRIBUTIONS MADE BY VARIOUS GROUPS AND SUBCULTURES IN AMERICA.

For example, students should:

- a. be able to identify the music, literature or words in our language that have come from specific ethnic or minority groups.
- b. be able to describe the problems faced by particular ethnic or racial groups in getting a job, going to college or living in certain neighborhoods.
- c. have broad understanding of sociology.
- d. identify the contributions other cultures have made to the celebration of holidays and other important occasions.

ECONOMIC

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE DEVELOPED SKILLS NECESSARY TO INVEST AND PURCHASE WISELY, PLAN AND USE A FAMILY BUDGET.

For example, students should:

- a. know how to solve personal economic problems.
- b. be able to describe various types of savings and investment accounts available.
- c. be able to determine the interest to be paid on a purchase utilizing various types of interest payment plans.
- d. be able to identify how an individual's credit rating is established.
- e. know how to complete an income tax form.
- f. be able to plan a family budget.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO KNOW ABOUT OCCUPATIONS AND THE LABOR SUPPLY.

For example, students should:

- a. know how to relate their own skills and abilities to a particular type of occupation or job.
- b. be able to describe the activities involved in occupations they find interesting.
- c. be able to describe contributions which various workers and occupations have on the daily lives of individuals.
- d. know how to have experiences which provide training related to a desired occupation.
- e. understand how various occupations function together as a social unit.
- f. be able to participate in a school project which provides work experience in designing, developing, producing and marketing a product or service.
- g. know the effects of immigration on industrialization and the United States labor market.
- h. be able to identify problems about human resources in the United States.

ECONOMIC

III. STUDENTS WHO GRADUATE FROM SCHOOLS IN THIS COMMUNITY NEED TO KNOW HOW TO BE WISE CONSUMERS.

For example, students should:

- a. be able to compare sources of information for consumer-related decisions.
- b. be able to describe commercial products in terms of consumer-related factors.
- c. understand how to evaluate ratings of a consumer product.
- d. know the sources which provide information on where various products may be purchased.
- e. know what effects advertising has on the cost of a product.
- f. know how a product reaches the market place and the way in which this may affect the cost of the product.
- g. be able to interpret consumer regulations with respect to specific markets.
- h. be aware of legislation which protects the consumer.

IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND HOW ECONOMIC SYSTEMS WORK.

For example, students should:

- a. be able to describe the differences in manner of exchange of goods and services in socialist, communist, totalitarian, and capitalist systems.
- b. be able to defend the economic system they prefer.
- c. recognize how big business influences the government's purchases from another country.
- d. understand how United States economic policy influences other federal policies.
- e. be able to describe how government money for jobs affects the rich, the middle class, and the poor of this country.
- f. be able to explain how some states benefit more than others from the United States military.
- g. recognize how the government can affect the price of goods and services.
- h. understand why management and labor may have differing opinions on political issues.
- i. be able to recognize causes of poverty in the United States.
- j. be able to identify basic human needs and how they are met in the United States.

ECONOMIC

- V. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO UNDERSTAND AND NEGOTIATE MONEY.

For example, students should:

- a. be able to explain why the government is the only agency permitted to print and coin money.
- b. know what happens to the purchase power of a dollar during a recession or an inflationary period.
- c. know what happens to the American dollar when another country's currency is devalued.
- d. understand how to exchange one country's currency for another's.

- VI. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO KNOW AND UNDERSTAND THE COMPLEX RELATIONSHIPS BETWEEN BUSINESS, RESOURCES, AND GOVERNMENT AND HOW THESE RELATIONSHIPS HELP CONTROL THE NATIONAL ECONOMY.

For example, students should:

- a. be able to identify business practices which are harmful to the national economy.
- b. know what makes a business successful.
- c. understand how different types of communities, such as suburbs or company towns, develop as a result of certain economic conditions.
- d. know why a town, state, or country needs diversified industry.
- e. understand why we have a national debt.

PERSONAL

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE HEALTH PRACTICES THAT MAINTAIN PHYSICAL FITNESS.

For example, students should:

- a. have leisure time physical activities at appropriate levels of competence (jogging, golf, skiing, tennis, swimming, etc.)
- b. have learned and should practice good health habits, maintain proper eating habits, and not abuse body with junk foods, lack of sleep, or drugs.
- c. be able to recognize symptoms of poor health and know what to do or where to go to treat health problems.
- d. understand that good health is related to maintaining a good attitude toward daily life.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE A PERSONAL SET OF VALUES AND A CODE OF ETHICS WHICH ARE RESPONSIBLE, FLEXIBLE AND CAN BE USED IN REAL SITUATIONS.

For example, students should:

- a. be able to determine appropriate behavior by their own ethical standards.
- b. be able to describe issues such as consumer or environmental protection and explain how their own values relate to it.
- c. recognize when beliefs and values are inconsistent with a behavior.
- d. recognize that topics such as equal rights, teacher strikes, or welfare reform may involve issues in which their own values are on both sides.
- e. recognize when their own standards of behavior are not met.
- f. be able to use past experiences to understand their own values and personal goals.

PERSONAL

- III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE SELF-RELIANT, ABLE TO ASSUME RESPONSIBILITIES FOR THEIR BEHAVIOR AND HAVE THE MATURITY TO BE FLEXIBLE AND REALISTIC ABOUT LIFE.

For example, students should:

- a. be able to make decisions on their own.
- b. use logic, analysis, and experience in dealing with new situations.
- c. know where to seek assistance for personal problems (legal, financial, personal-social, consumer, etc.).
- d. know how to develop alternative solutions for dealing with personal problems.
- e. be concerned about the impact of their actions on the welfare of others.
- f. be flexible enough to change their mind when circumstances so warrant.
- g. know how to deal with anger and hostility, both their own and others', and at times be able to laugh at their own behavior.
- h. be able to maintain composure and stability in the face of a world in need of change.

- IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE INTEREST IN ACTIVITIES WHICH PROMOTE SELF-GROWTH, CONTINUE TO BROADEN EXPERIENCES AND PROVIDE A FEELING OF PERSONAL ACCOMPLISHMENT AND PRIDE.

For example, students should:

- a. set personal goals and be able to work toward them.
- b. set realistic career and leisure time goals.
- c. be able to recognize that leisure activities bring not only personal pleasure and relaxation but can also add meaning and a sense of personal growth to the individual.
- d. be able to engage in activities independently as well as with others.
- e. be able to measure personal achievement through the leisure activities in which they become involved.
- f. seek to improve individual development.
- g. seek activities which develop both skill and learning.
- h. emphasize those beliefs and values which contribute to their own learning and development.
- i. know how to create or become involved in situations which enhance an individual's strengths and skills.
- j. be able to carry out activities which can lead to a sense of accomplishment.
- k. pursue those interests and activities which can actually be accomplished.

PHYSICAL

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE SKILLS TO ANALYZE SCIENTIFIC DATA USING SYSTEMATIC AND LOGICAL PROCEDURES.

For example, students should:

- a. be able to use scientific methods of inquiry to draw conclusions about a problem.
- b. be able to interpret tables and charts which give information about scientific findings.
- c. have an adequate background in the principles of science.
- d. be able to use the principles of science in non-scientific areas.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND AND PRACTICE HEALTH HABITS WHICH ARE BENEFICIAL TO THEMSELVES AND OTHERS.

For example, students should:

- a. use nutrition information when planning their family meals.
- b. be familiar with the effects of tobacco, alcoholic beverages, diet pills, etc.
- c. support and encourage others to support community health programs.
- d. actively support issues like the prevention of drinking water pollution through proper waste disposal.
- e. have a broad understanding of health principles.
- f. know about the basics of biology.

- III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND BIOLOGICAL FUNCTIONS SUCH AS REPRODUCTION AND HOW ORGANISMS GROW AND EFFECT CHANGES IN OTHER LIVING THINGS.

For example, students should:

- a. know what physical changes occur as humans grow from infancy to old age.
- b. understand how organisms reproduce.
- c. have a basic knowledge of human biology.
- d. know some of the different reproductive systems in plants and animals.
- e. have a basic understanding of genetics.
- f. understand how people can spread or halt various diseases.
- g. understand the principles of child development.
- h. understand the relationships of plants and animals in an ecological system.

PHYSICAL

- IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND HOW LIVING THINGS DEPEND ON A BALANCED ENVIRONMENT AND THE VITAL ROLE WHICH ENERGY PLAYS IN MAINTAINING ENVIRONMENTAL BALANCE.

For example, students should:

- a. understand the issues involved in solving environmental problems, e.g., pollution, strip mining, filling of wetlands.
- b. be able to describe the methods which could be used to restore an imbalanced environment such as a polluted stream.
- c. be able to give examples of the good and bad effects of land development.
- d. be able to give examples of balanced and imbalanced environments.
- e. know what kinds of changes will occur in the way we live if coal, oil, and gas can no longer be the primary energy sources.
- f. understand how population increase places more demands on natural resources.
- g. understand why most energy reserves of oil and natural gas will be gone in their lifetimes.
- h. understand the principles of evolution.
- i. understand how all living things use solar energy to grow and make chemical changes.
- j. be able to give examples of the changes that occur when a species encounters a different environment.

POLITICAL

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO HAVE THE NECESSARY SKILLS TO PARTICIPATE IN LOCAL, STATE AND NATIONAL GOVERNMENT.

For example, students should:

- a. know how to become involved in a political campaign.
- b. know how to organize a cooperative effort among different interest groups.
- c. know how and when the efforts of others effect change in a democratic society.
- d. be informed about issues before voting, such as platforms of political candidates, the purpose of bond issues, or proposed laws.
- e. know the procedures and participate in local, state, and national elections.
- f. encourage others to vote or get involved in local and state government regardless of their political views.
- g. know how and when to lobby for changes in the government.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO UNDERSTAND HOW POLITICS INFLUENCE OUR SOCIAL, GOVERNMENTAL AND INTERNATIONAL ENVIRONMENT.

For example, students should:

- a. be able to determine what changes are likely to occur in Rhode Island as a result of changes in the presidency, regional voting power in Congress, or relative power in the two major political parties.
- b. know how the decisions by the Supreme Court on such issues as capital punishment, abortion, or unemployment pay for striking workers will affect Rhode Island laws.
- c. be able to identify and trace historically the actions of the United States which have led to current relations with various countries.
- d. be able to identify the impact upon the United States economy of the provision of political and military support to other countries.
- e. be able to look at a group of bills and tell whether the lawmakers were influenced more by business or labor, conservatives or liberals, hawks or doves, when drafting the bills.

POLITICAL

III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO KNOW HOW OUR LEGAL SYSTEM WORKS.

For example, students should:

- a. be able to describe the historical roots of our present legal system.
- b. know how our legal system is similar and dissimilar to the legal systems in other countries.
- c. understand the principles of the "right of appeal," innocence until guilt is proven, and personal rights of freedom and equality, as they apply to our legal system.
- d. be able to describe what the Superior, County, and District courts do in Rhode Island.
- e. know how a legal issue could reach the United States Supreme Court.

IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO KNOW HOW TO PROVIDE SUPPORT AND/OR BRING ABOUT CHANGES IN OUR POLITICAL AND LEGAL SYSTEMS.

For example, students should:

- a. know how to voice their support of bills or legislation being drawn up by the government.
- b. be willing to work through groups and organizations in the opposition of unfair government policies.
- c. know how to support laws which are for the common good, such as traffic laws, social security laws, or laws for national health care insurance.
- d. actively oppose laws which favor one group over another or discriminate against one group of citizens.
- e. support the constitutional rights of every citizen.

POLITICAL

- V. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO KNOW HOW TO JUDGE OUR POLITICAL LEGAL SYSTEMS FROM ETHICAL AS WELL AS A PRAGMATIC POINT OF VIEW.

For example, students should:

- a. be able to recognize the legal process in arguments for and against controversial issues such as preferential treatment of minorities or free choice for women regarding abortion.
- b. have the ability to identify political actions which are dishonest, deceitful, or unethical, such as excessive political patronage, nepotism, misuse of public money, or influence pedaling.
- c. be able to concede an individual wish in favor of something that would benefit a larger group.
- d. be able to set priorities between societal responsibilities and individual rights.
- e. be able to evaluate how effectively our prisons rehabilitate, safeguard the community, and spend taxpayers' dollars.

SOCIAL

- I. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO DESCRIBE THE LAWFUL RIGHTS OF INDIVIDUALS, KNOW WHY THESE RIGHTS ARE IMPORTANT, AND KNOW HOW AND WHY THEY ARE PROTECTED IN A DEMOCRACY.

For example, students should:

- a. be able to describe how society is dependent upon its individuals.
- b. recognize and respond to acts or statements of prejudice.
- c. be aware of the organizations and processes that protect rights, for example, legal aid societies, court procedures, consumer protection agencies.
- d. be able to identify when their responsibility to the community must come before their own personal pursuit of happiness or pleasure.
- e. be aware of which laws protect individuals and which laws protect groups and why.
- f. be aware of the constitutional basis for the protection of individual rights.

- II. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE AWARE OF PROBLEMS THAT INDIVIDUALS AND GROUPS ARE ENCOUNTERING, FOR EXAMPLE, POVERTY, DISCRIMINATION, UNEMPLOYMENT, SAFETY, POLLUTION AND ASSIST IN THE RESOLUTION OF THESE PROBLEMS.

For example, students should:

- a. be aware of social problems beyond those which directly affect them.
- b. seek ways of assisting in the resolution of social problems by making financial contributions, or being politically active.
- c. be able to describe current social problems and understand the possible causes.
- d. be able to take a position and voice concerns on social issues.
- e. be able to respond clearly and appropriately when their rights have been challenged or infringed upon.

SOCIAL

- III. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ABLE TO SPEAK AND WRITE CLEARLY AND LISTEN CAREFULLY IN ORDER TO COMMUNICATE EFFECTIVELY WITH OTHERS.

For example, students should:

- a. demonstrate effective writing and listening skills.
- b. know how to get others to listen to their ideas as well as know how to learn from others.
- c. know how to avoid unintentional arguments with others.
- d. be able to voice ideas and feelings clearly.
- e. be able to sense from a person's behavior whether or not they are listening or are sympathetic to what is being said.

- IV. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO RECOGNIZE THEIR OWN ACTS AND THOSE OF OTHERS WHICH ARE ILLEGAL OR ANTISOCIAL, OR WHICH ARE AN AFFRONT TO HUMAN DIGNITY.

For example, students should:

- a. be able to give examples of behaviors which while legal are undesirable in a democracy.
- b. avoid belittling others, e.g., calling people names or using racial slurs.
- c. know how to proceed when their own or others' rights are violated.
- d. be able to recognize bias in people's words and actions and be able to react to the bias in a constructive way.

- V. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO RECOGNIZE THAT THE BEHAVIOR OF A PERSON DEPENDS UPON THE PERSON'S AGE, CULTURAL BACKGROUND, AND PSYCHOLOGICAL ADJUSTMENT.

For example, students should:

- a. understand that people from different ethnic groups have some behaviors unique to their group.
- b. know what kind of behavior is appropriate at different ages, for example, children, youth, elderly.
- c. be able to recognize those behaviors which indicate an individual needs assistance from a mental health organization, for example, alcoholism, depression.
- d. know the principles underlying human growth and development.
- e. know how to be effective parents.

SOCIAL

VI. STUDENTS WHO GRADUATE FROM THE SCHOOLS IN THIS COMMUNITY NEED TO BE ACTIVELY INVOLVED IN GROUP ACTIVITIES.

For example, students should:

- a. know how to participate in groups of their choice.
- b. know how to contribute to and share in the success of a group task.
- c. be sensitive to the needs of other group members.
- d. know the difference between controlling a group and leading a group.

LEARNING ENVIRONMENT

I. SCHOOLS WILL HAVE PROCEDURES FOR DEVELOPING A CURRICULUM WHICH IS RESPONSIVE TO STUDENT NEEDS.

For example, schools should:

- a. provide for outside evaluation in a wide variety of areas.
- b. involve students in curriculum and program planning to keep the school abreast of current student needs.
- c. develop programs that are related to the real world problems and conditions students will encounter.
- d. periodically assess student motivation and attitudes as a guide for program modification.
- e. initiate new programs and procedures known to improve educational attainment.
- f. develop procedures that keep curriculum up-to-date in terms of the real life of students.
- g. provide opportunity for student participation in curriculum development.

II. SCHOOLS WILL HAVE PROGRAMS FOR ALL STUDENTS, GIFTED, HANDICAPPED, ADULTS, MINORITIES, ETC.

For example, schools should:

- a. provide adult education programs.
- b. develop programs for adults who lack high school diplomas.
- c. assure that special needs of non-English speaking students are met.
- d. provide special programs for minority students to assure equal access to work and post-secondary education.
- e. assure that special groups such as handicapped, minorities, gifted, and so forth have counselors who recognize and can deal with their special problems.
- f. provide services and opportunities for development for students with special disadvantages or gifts.
- g. assist students who are potential school dropouts by providing special programs and an atmosphere which encourages their attendance.
- h. increase programs in basic skills so that students have the necessary skills to cope with the adult world.

LEARNING ENVIRONMENT

III. SCHOOLS WILL PROVIDE GUIDANCE TO STUDENTS.

For example, schools should:

- a. develop guidance procedures so that all teachers and administrators provide guidance.
- b. have guidance procedures which keep all students informed of what study programs exist.
- c. provide opportunity for career awareness and exploration.

IV. SCHOOLS WILL PROVIDE A SOCIAL MILIEU WHICH ENHANCES LEARNING.

For example, schools should:

- a. seek an environment which encourages cooperation and harmony between teachers and students.
- b. strive for a reasonable balance between required assignments and student selected assignments.
- c. provide for student growth morally, emotionally, and physically, as well as intellectually.
- d. assist students in taking responsibility and initiative for their education.
- e. encourage student concern for the quality of the education being provided.
- f. develop educational settings in which study and learning are enhanced.
- g. provide a formal opportunity to integrate and synthesize material from different subject matters.
- h. seek opportunities for students to apply classroom learning to contemporary real problems.

V. SCHOOLS WILL PROVIDE FOR STUDENTS OF DIVERSE INTERESTS AND ABILITIES.

For example, schools should:

- a. have the diversity of programs and of the curriculum so that the needs of each student are met.
- b. assure that opportunities exist for adequate remediation in any learning area.
- c. provide students and parents with opportunities to choose widely from the programs within the school system.
- d. enable students to enroll in programs in another community when their own system does not offer appropriate programs.
- e. provide an array of courses which students can elect and an opportunity for students to work them into their program of study.
- f. develop adequate resources which respond to various learning styles.
- g. provide equal opportunity for all to learn.
- h. have educational settings which provide for a diversity of teaching procedures.

LEARNING ENVIRONMENT

VI. SCHOOLS WILL ASSURE THAT DISCIPLINE IS FAIR AND THAT PROCEDURAL RULES ARE EFFECTIVE.

For example, schools should:

- a. assure that discipline is fair and effective.
- b. provide for discipline which is effective but not demeaning.
- c. have appropriate due process procedures for students, faculty, and staff.
- d. establish procedures to assist students in preventing infringement of their rights.
- e. keep students and parents fully informed of any pending decisions or agreements which might infringe upon the rights or interests of students.
- f. provide opportunity for students to participate in the determining of school rules.
- g. assure speedy and fair justice for infractions of rules.
- h. assure that students' views on student services (lunches, buses, etc.) are adequately heard and reviewed.
- i. inform students of student rights and responsibilities in relationship to student organizations.

VII. SCHOOLS WILL PROVIDE FOR INTERPERSONAL STUDENT RELATIONSHIPS.

For example, schools should:

- a. provide an educational setting which eliminates racial or minority isolation.
- b. develop creative and harmonious relationships among students.
- c. assure that sex stereotyping is eliminated from curriculum material and from counseling activities.
- d. encourage pride in the ethnic heritage of all students.
- e. acknowledge each student's competencies.
- f. provide an environment in which students of diverse interests and abilities are effectively served.

LEARNING ENVIRONMENT

VIII. SCHOOLS WILL PROVIDE ADEQUATE PHYSICAL FACILITIES AND INSTRUCTIONAL MATERIAL.

For example, schools should:

- a. provide textbooks and curriculum materials which meet standards of recognized scholarship.
- b. have an aesthetically pleasing environment.
- c. provide on-time bus service.
- d. keep buildings in adequate repair.
- e. provide adequate physical facilities for all students.
- f. maintain an environment which assures physical safety.

IX. SCHOOLS WILL PROVIDE FOR EFFICIENCY OF ADMINISTRATION.

For example, schools should:

- a. have procedures demonstrating cost effectiveness especially in ancillary services such as transportation, lunch service, cleaning, etc.
- b. develop management systems so that cost accountability for educational programs can be achieved.
- c. improve the management of education so as to utilize scarce resources more efficiently.
- d. apply new technology to achieve cost effectiveness.
- e. have interdistrict programs to provide efficiency of operating highly specialized programs.
- f. develop cost accountability for educational personnel.

X. SCHOOLS WILL PROVIDE FOR DIVERSITY OF OPINIONS.

For example, schools should:

- a. provide opportunity for debate about and constructive criticism of American society and its institutions.
- b. have opportunity for exploration of contemporary emerging social issues and conditions.
- c. assure students the opportunity to develop and refine decision-making skills.
- d. provide forums for expression of dissenting opinions.

LEARNING ENVIRONMENT

XI. SCHOOLS WILL PROVIDE COMPETENT TEACHERS AND STAFF.

For example, schools should:

- a. provide teachers and staff who truly care for the well-being and development of students.
- b. have programs for inservice training for teachers.
- c. develop programs and resources to assist teachers in keeping abreast of the best educational and psychological practices.
- d. maintain an atmosphere which fosters teacher satisfaction and professional development.
- e. provide knowledgeable and competent personnel.

X. SCHOOLS WILL HAVE PROCEDURES FOR EVALUATING STUDENT NEEDS AND PROGRESS.

For example, schools should:

- a. provide for student competence by applying critical standards of excellence in evaluation of all student work.
- b. systematically assess student progress.
- c. provide opportunity for students to engage in self-evaluation.
- d. maintain effective monitoring of the curriculum and training programs to assure that student needs in the basic skills are met.
- e. have procedures to keep up-to-date on the needs of students in the basic skills.